

**NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
SPECIAL EDUCATION
PROGRAM APPROVAL REVIEW**

**SAU #63
FINAL SUMMARY REPORT**

**WILTON, LYNDEBOROUGH, WILTON-
LYNDEBOROUGH COOPERATIVE, AND MASCENIC
SCHOOL DISTRICTS**

**Francine Fullam, Superintendent of Schools
Janet Folger, Director of Special Education**

Visit Conducted on February 18- 21, 2002
Report Date: May 3, 2002

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I. TEAM MEMBERS

Name	Professional Role
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Visiting Team Members:

Jane Bergeron-Beaulieu	SERESC Chairperson
Dr. Richard Lates	SERESC Chairperson
Helene Bureau	Special Educator
Brenda Golia	Special Educator
Colleen Hackett	Assistant Special Education Director
Christine Kelley	Special Educator
Susan Izard	NHDOE Education Consultant
Mary Lane	NHDOE Education Consultant
Phillip Sapienza	Special Educator
Linda Scerbinski	Occupational Therapist
Warren Sommers	Special Educator
Deb Wolter	Preschool Coordinator
Leigh Zoellich	Education Consultant, Institute on Disabilities
Linda Allen	Special Educator
Jane Cummings	Department Head, Special Education
Maxine Mosley	Counselor
Jane Murray	Special Educator
Milton Robinson	Special Educator
Ellen Salmonson	Teacher
Christine Smith	Special Educator
Deb Synder	Special Educator
Jackie Williams	Special Educator

Building Level Team Members:

Tyler Sones	Special Educator	Jeanne Hayes	Special Educator
Sharon Tyler	Special Educator	Dana Reeves	Special Educator
David Ross	Principal	Chip Mercurio	Assistant Principal
Cynthia Cunningham	Special Educator	Meg Tousley	Life Skills Teacher
Liz Wilson	Teacher	Rick Eachus	Special Educator
Sue Ward	Special Educator	Mary Holland	Special Ed Liaison
Mike MacMurry	Special Ed Liaison	Amanda Bradford	LD Specialist
Joanne Vail	Teacher	Diana Griffin	Teacher
Cindy Seiffert	Teacher	Linda Aho	Paraprofessional
Joanne Wood	Special Educator	Kim Bishop	Special Educator
Connie Ward	Teacher	Annette Leel	Teacher
Marion Saari	Principal	Jackie Cottle	Sped Liaison
Edmund Heffernan	Principal	Alice Mitchell	Teacher
Liz Robbins	Teacher	Vicki MacPhearson	Teacher
Melanie McGandy	Teacher	Nancy Kring-Burns	Sped Liaison
Lisa Rivers	Sped Liaison	Jody Resseguie	Sped Liaison
Kristen Steele	Special Educator	Judith Robinson	Teacher
Lori Mandel	Teacher	Ken Griffin	Principal
Barbara Carpenter	Preschool Teacher		

II. INTRODUCTION

SAU #63 is comprised of four School Districts (Masenic, Wilton, Lyndeborough, and Wilton-Lyndeborough Cooperative) in five towns (New Ipswich, Greenville, Mason, Lyndeborough, and Wilton). The SAU is significant in its geographic size and each school has its own unique character, identity and culture. Within the SAU there are nine schools, all at different stages in the development of defining a shared belief and mission as it relates to desired results for student learning. There are approximately 400 students identified as having educational disabilities, which is a significantly higher percentage than the state average for SAUs in New Hampshire. Within the SAU there are regional self-contained special education programs that provide services to students who have significant cognitive impairments, and within each of the schools there is the provision of resource room services and a modified regular curriculum. The SAU has worked hard in recent years to design an in-district SAU-wide program for preschoolers and kindergarten children with educational disabilities.

III. PURPOSE OF VISIT

The New Hampshire Department of Education conducted a Special Education Program Approval Visit to SAU #63 on February 18-21, 2002 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the Program Approval Visit, all of the schools in SAU# 63 were reviewed. These include: Appleton Elementary School, Florence Rideout Elementary (with a special needs Kindergarten program), Greenville Elementary School, Lyndeborough Central School, Mason Elementary School (with a preschool special needs program), New Ipswich Central School, Boynton Middle School, Wilton-Lyndeborough Middle School, Wilton-Lyndeborough Sr. High School and Masenic Regional High School.

Activities related to this Program Approval Visit included the review of all application materials submitted by the SAU, verification of personnel credentials for special education staff, program descriptions, SPEDIS reports, and analysis of data collected during the visit. Data included the review of student case studies, interviews with staff, administrators, students and parents and classroom observations. Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU #63. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

IV. PROGRAM APPROVAL REVIEW PROCESS

The New Hampshire Department of Education provided SAU #63 with a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the data collection and special education program approval activities. The four-day visit was designed as a focused review on the following areas of programming: Access to the General Curriculum, Transition and Assessment

The NHDOE Special Education Program Approval Process allowed the visiting and building level team members to conduct case studies of a representative sampling of the special education student population, ages 3-21, throughout the SAU. Evidence of the work conducted in-district and results related to student outcomes was gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, paraprofessionals, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the report that follows, outline identified areas of strength and areas of improvement needed for each school reviewed.

V. STATUS OF PREVIOUS PROGRAM APPROVAL REPORT AND CORRECTIVE ACTIONS

Based on review of the 1997 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

- Communication at all levels
- Handicap accessible instructional space and facilities
- Technology, both hardware and software, and effective integration of technology into the instruction and the curriculum
- Professional development offerings at all levels

- The design and support programming for students with emotional and behavioral concerns, as well as those who require life skills training
- Supervision, training and support for paraprofessionals throughout the SAU
- SAU Philosophy and Mission Statement was lacking

Upon completion of the February 2002 NHDOE Program Approval Visit within SAU #63, it was determined that the areas of improvement listed above are at various stages of being addressed or resolved. Due to administrative turnover, the 1997 SAU #63 special education improvement plan and corrective actions written and outlined in the 1997 report have not been formally monitored and no data was submitted or collected to identify progress made. However, from visits to each of the buildings in the SAU, it became apparent that in Wilton and Wilton-Lyndeborough Cooperative School Districts much emphasis has been focused upon technology, including both hardware and software. In addition, staff identified that technology professional development offerings in these districts have been made available. It was further noted that in SAU #63 some progress has been made in the development of programs and services for students with challenging behaviors and for those children and youth identified as having significant cognitive impairments. Lastly, in regard to philosophy, mission and beliefs, it was apparent during the visit that the Wilton-Lyndeborough Cooperative School District has utilized the NHDOE Best Schools Leadership Institute to focus on the development of a mission and beliefs directly linked to student learning.

VI. SAU WIDE SUMMARY OF FINDINGS

The collaborative teams thank the staff and administration of SAU #63 for their assistance, cooperation, and participation in all aspects of the February 2002 NHDOE Special Education Program Approval Visit. Throughout the visit, there was an enthusiastic and supportive atmosphere for program improvements, which is fostered by administrators, faculty, parents and support staff. The educational communities were consistently described as committed to providing the best possible services for all students, and it was evident that most children, including those with educational disabilities, are involved in all aspects of the schools.

As the collaborative teams carried out their varied data collection activities in each school, several areas of significant concern surfaced. What the teams saw was an SAU that is lacking in special education policy, procedure, direction, professional development and implementation of state and federal special education regulations. To her credit, the special education director, new to her position, recognizes the need to strengthen the above-mentioned areas. She also acknowledges that there is system-wide need for updated special education policy to insure that the SAU is compliant with both state and federal special education regulations. The SAU has not reviewed or revised any special education policies or manuals since 1997. As a result, the team agreed that there are problems with the overall operation of programs and there is a need to strengthen the awareness and knowledge of the special education process through in-depth professional development at all levels.

ACCESS TO THE GENERAL CURRICULUM

ED 1109.05 CFR 300.342 Implementation of IEPs

ED 1115.07 CFR 300.306 Provision of Non-Academic Services

ED 1119.03 CFR 300.26 CFR 300.347 Full Access to the District's Curriculum

ED 1119.08 CFR 300.304 Equal Education Opportunity

The collaborative teams found that, in general, the SAU works hard to ensure that most students with educational disabilities attending SAU #63 special education programs are included in the general curriculum with necessary supports. Exceptions to this include students enrolled in the Regional Life Skills Programs who have no defined curriculum aligned to the general curriculum.

TRANSITION

ED 1102.53 CFR 300.29 Transition Planning

ED 1107.02 CFR 300.347 (b) (1) Process: Provision of FAPE

ED 1109.01 CFR 300.132 Transition Services

Based on data collected by the collaborative teams, it became apparent that the SAU lacks clearly defined transition plans. While staff and administrators indicate that informal transition planning occurs, it varies from year to year and from school to school and there are no formalized, predictable, or consistent procedures that are adhered to.

At the preschool level it was evident that transitions from Early Supports and Services to the educational community are inconsistent and there are no formalized procedures in place. Closely related to this issue is the transition from the preschool program to the kindergarten. Currently, preschoolers must transition from the program located in Mason to the kindergarten in Wilton to their local district for enrollment in first grade. In addition to the numerous transitions these young children with disabilities must experience, it was evident that there are times when the receiving school team members are not involved in the transition or IEP planning.

At the high school level it appears that staff do provide written transition plans for students preparing to leave the high school, however, inclusion of outside agencies is not always apparent, and the plans do not always meet the requirements as outlined in state and federal special education regulations. For students leaving the middle school to attend high school, there is no formalized, consistent implementation of transition that ensures a smooth and effective move to the new setting.

ASSESSMENT

ED 1133.05 (I) CFR 300.347 (a) (5) RSA 193-C

While individual assessment data is often used to determine eligibility for special education services, results of statewide assessments or other standardized tests are not always considered in SAU #63 in the development of student IEPs. It was also noted that staff could rarely identify any district or building level assessments being utilized in IEP development, and that assessment results of district or school-wide standardized tests are usually not considered as a meaningful tool in planning programs for students with educational disabilities. The exception to this was at Florence Rideout Elementary School and Wilton-Lyndeborough Cooperative Middle/High School where staff could provide ample evidence of a variety of data sources used in the writing of IEPs and program planning. At Florence Rideout Elementary School, student portfolios were presented along with standardized testing and informal assessments based on the needs of the individual child.

SPECIAL EDUCATION PROCESS: POLICY AND PROCEDURE

ED 1106.01 Special Education Process

The SAU has not reviewed, revised or submitted changes to special education policies since 1996 and there has been little formalized professional development to familiarize staff with school district policy, procedures, or state or federal special education regulations. It was further noted by the collaborative teams that staff are currently utilizing special education forms and documents that have not been updated to meet requirements and that there is an immediate need to improve the special education paperwork process from referral to identification of students with disabilities. To further complicate the problem, the collaborative teams also noted that staff, while dedicated and trying hard to implement quality programming, have no formalized special education procedures, handbooks or manuals distributed to or reviewed with them which outline procedures and documents to utilize.

FACILITIES AND LOCATION

ED 1119.06

ED 306.06 School Facilities

There are continued space needs at many of the schools in the SAU. While the collaborative team is aware that the educational communities are working to improve the facilities, this continues to be an area of significant need. This is especially true in the elementary schools of Greenville, New Ipswich, Lyndeborough and Mason. Classrooms and other instructional areas for children in these schools are not of sufficient size or space, which negatively impacts teaching and learning. What the collaborative teams saw was inadequate space for conducting evaluations and provision of related services as well as instruction to students. Services and assessments were observed being provided in hallways and/or in rooms and closets that had no windows. In addition, some classrooms were quite crowded, air quality was sometimes questionable, and in some buildings hallways were filled with coats, backpacks and supplies, making it difficult to pass through. As a result of this visit, the NHDOE will be requesting that health, safety and fire inspection reports be submitted for all elementary schools within the SAU.

ESTABLISHED AND EFFECTIVE COMMUNICATION SYSTEMS

A pattern of ineffective communication was identified during the interviews conducted throughout the SAU (e.g. flow of information between the central office and the schools, between regular and special education staff and between school and home.) The issue of communication relates significantly to both the lack of overall philosophy and beliefs, and to the general understanding and implementation of state and federal requirements for the provision of education to children and youth with disabilities. At this special education program review, it became clear that the SAU needs to consider a model where there are individuals at the building level who are responsible for overseeing, coordinating and managing the special education process. In addition, it is strongly suggested that regularly scheduled meetings be held between the various special education program staff and the special education administration. It was further noted that the special education and regular education administrations need to work more collaboratively at all levels.

TEACHER RECRUITMENT AND RETENTION

The SAU has experienced a high rate of staff and administrative turnover, particularly in the area of special education, since the last NHDOE Special Education Program Approval Report written in 1997.

TEACHER RECRUITMENT AND RETENTION (continued)

The lack of consistent, certified, experienced staff and administration directly impacts student outcomes and effective delivery of programs and services. Currently the SAU has no clear process for providing support to new staff through any kind of established orientation or mentoring program. In an SAU where there is a significant pattern of staff turnover, it would seem appropriate that emphasis be placed upon supporting and nurturing all staff with orientations, professional development, mentoring and time to effectively provide the needed professional support at all levels.

PROFESSIONAL DEVELOPMENT

ED 306.17 (f)

ED 508

The interviews with staff revealed a need for professional development offerings in instructional practices, collaboration and communication between regular and special educators, modifying and adapting for students with educational disabilities, behavior management, and understanding the state and federal laws related to special education, among others. With the high numbers of staff who are currently enrolled in alternative certification programs, on-going, sustained job-embedded professional development is crucial for SAU #63.

COMPREHENSIVE AND CONTINUOUS PROGRAMIMPROVEMENT PLANNING

ED 306.11 School Philosophy, Goals, and Objectives

The collaborative teams felt that in many of the schools in SAU #63 the patterns identified throughout the visit indicate a need for a comprehensive plan for continuous improvement that would include representation from all relevant constituent groups. The exception is the Wilton-Lyndeborough Cooperative School District where they are utilizing the Best Schools Leadership Institute as a vehicle to address the issue. The data collected through case studies and interviews revealed an SAU that is struggling to provide educational supports to students without clearly defined missions or beliefs as they relate to student learning. The potential of SAU #63 to develop a successful educational community that meets the needs of all students is great. The presence of dedicated staff and administrators is hopeful. Everyone is working hard to support continuous improvements and the communities take pride in their schools.

PERSONNEL STANDARDS

RELATED SERVICES

ED 1119.07 CFR 300.136 Personnel Standards

ED 1102.41 Qualified Personnel

CFR 300.534 Determination of Eligibility

ED 1102.44 Related Services

In SAU #63 there are insufficient numbers of related service personnel in the areas of Occupational Therapy, Physical Therapy and Speech/Language Services. The collaborative teams recognize the efforts put forth by the SAU to obtain these services for students with educational disabilities, yet services are not always being provided as outlined in student IEPs. In addition, on review of the special education personnel roster submitted, it seems that the SAU is lacking in staff who hold endorsements in various special education disabilities (EH, LD, MR, etc). In order to have appropriately composed IEP/Evaluation teams, teachers with endorsements in specific educational disabilities need to be serving on teams. Throughout the SAU, there was no plan articulated on how these requirements were being met, especially in the schools where there was only a special educator with general special education certification, or in a school where the special educator was not certified and is enrolled in a NHDOE alternative certification program.

VII. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #63 School: Mascenic Integrated Preschool, (Located in Mason Elementary)

Recorder/Summarizer: Leigh Zoellick

Date: February 19, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Mascenic Integrated Preschool
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	At the SAU 63 preschool special needs program, there are quality developmentally based preschool services offered. Typical children currently make up 33% of the class. The number was 50% when the year began (in the morning class.) All children participate in all activities.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Mascenic Integrated Preschool
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	Staff from Early Intervention attend most meetings, home visits, and share evaluations. Preschool to Kindergarten transition needs attention.
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
Ed. 1133.05 (I), Program Requirements CFR 300.138 CFR 300.347 (a) 5, RSA 193-C This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Mascenic Integrated Preschool
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	Currently, preschool staff use transition play-based assessment for progress reports and IEPs. Program curriculum will continue to be adjusted and improved according to the needs of the children.
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	

Mascenic Integrated Preschool	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> At the SAU 63 Preschool Special Needs Program, there are quality developmentally based preschool services with a highly qualified staff. The program is of adequate size with well-stocked shelves. Staff makes use of the town library across the street. The program has a willingness to meet parents' requests and needs (i.e. ABA techniques.) 	<ol style="list-style-type: none"> Include both preschool-regular ed teacher and special ed teacher on IEP team. Use new edition of Brigance Inventory of Early Development as assessment tool for on-going data Staff in the preschool may want to consider attending the NHDOE Preschool Technical Assistance Network (PTAN) meetings.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #63 School: Lyndeborough Central School

Recorder/Summarizer: Susan Izard

Date: February 19, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Lyndeborough Central School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Students were in the general ed setting most of the day and actively engaged. Progress was shown through report cards and progress reports.
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Lyndeborough Central School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	Team meeting notes, in conjunction with end of year IEP notes, reveal active parent involvement.
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Lyndeborough Central School
Indicator Level and Description		
0 No evidence of student participation in district or state assessments		
1a Student participates in district-wide and school assessments		
1b Student participates in state assessment		
2 Alternate assessment provided as needed for both district and state assessments		
3a Assessment data is used to develop IEP		Annual evaluations are critical to proficiencies and instruction.
3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)		Other assessments used: report cards, progress reports, oral presentations, work samples, projects, observations
4 School uses assessment data to improve student learning (state, district-wide or school assessments)		

Lyndeborough Central School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. There is a team mentality at the school, teachers and administration pull together to make it all work. 2. Students are active participants in the general education classroom and special education staff work to support this. 3. Teachers give extra time to stay after school for parent meetings. 4. The atmosphere is welcoming and friendly within the school. Parents stated they are comfortable in the school and their children are too. 5. Small school size allows much teacher interaction and smooth transitions for students. 6. School has internet access to technology with several new computers. 	<ol style="list-style-type: none"> 1. Communication with parents needs to be clear and easily understandable. 2. School is undergoing definite space crunch issues, and mold and mildew problems are decreasing available space even further. Grade 2 door is a hazard and needs to be replaced. There is a lack of space for individual and quiet work 3. Training around special education procedures and topics should be available to all staff. 4. Increase access and communication with Special Ed at SAU level to help provide supports that teachers and administrators need. 5. All staff need more time to accomplish all that is required of them, especially the principal who is doing three jobs. The special ed teacher needs more time to meet with staff and to get into regular ed classes daily. 6. All special education documents need to be updated to comply with state and federal regulations.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #63 School: Mason Elementary School

Recorder/Summarizer: Mary Lane

Date: February 19, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Mason Elementary School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	All students at Mason Elementary participate in the general curriculum. The exception is those children with severe cognitive impairments, who are enrolled in the SAU "Life Skills Program", located in another school.
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Mason Elementary School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	Transitions appear to be happening, but little written documentation is available.
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
Ed. 1133.05 (I), Program Requirements CFR 300.138 CFR 300.347 (a) 5, RSA 193-C This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Mason Elementary School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	Staff are providing necessary assessments. These results are not consistently utilized in the development of IEPs.
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	

Mason Elementary School	
Strengths	Suggestions for Improvement
At Mason Elementary there is a nurturing environment for all children. Inclusion is promoted and supported.	Use of technology in all programs is needed.
All staff are willing to work hard to meet the needs of all children.	Professional development in a variety of areas is needed.
There is strong communication between/among all staff.	Mentorship for new staff is needed.
	Space is needed for provision of related services.
	Improved support and communication from SAU office is needed

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

**NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS**

SAU #63 School: Florence Rideout Elementary

Recorder/Summarizer: Brenda Golia & Linda Scerbinski Date: February 19, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Florence Rideout Elementary School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Most all students at Florence Rideout participate in the general curriculum based on student classroom schedules and evidence, including IEP goals. Specialists and paraeducators are provided as needed to allow for full participation. All school programs, such as Sparklers, plays and chorus, and community activities are available to all.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Florence Rideout Elementary School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	A formal written transition plan is not in place. However, written documentations were presented on some cases in the form of meeting minutes, observations and outside consultant reports. Grade to grade transitions also occur among team members but are not always documented.
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Florence Rideout Elementary School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	At Florence Rideout the staff demonstrated evidence of state assessments, grade level assessments, portfolios, informal and formal assessments being used to improve student learning. The staff continually analyze and apply information from NHEIAP results when developing or assessing student plans. Alterations to the curriculum have been made based on their analysis.

Florence Rideout Elementary School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. At Florence Rideout Elementary School students participate fully with their peers in classroom settings. 2. At Florence Rideout there is collaboration among special education and regular education staff. 3. Parent involvement in team decisions and all aspects of educational planning is evident. 4. A wide variety of assessments are used in developing student programs. This includes outside consultants as needed. 5. Para-educators support and are aware of student needs (when to step in and when to give independence.) 6. Emphasis on the arts and extra-curricular activities and community support is evident throughout the school. 7. Access to speech therapy, school psychologists and other related specialists is good, as is their communication with staff. 8. Case loads for special education staff are manageable. 	<ol style="list-style-type: none"> 1. A formal written transition plan for students moving from building to building is suggested. 2. Related service evaluations, such as OT, need to be completed in a timely manner to meet state and federal regulations. 3. Continue to develop social skills program, especially for younger students. 4. District level special education policies and procedures need to be developed and implemented. 5. Improved support from central office special education administration to the staff is needed.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

**NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS**

SAU #63 School: Appleton Elementary

Recorder/Summarizer:

Date: February 19, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Appleton Elementary School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	IEPs support placement of students in the least restrictive environment. Class schedules are available. Paraprofessional services are well utilized. The exception is that students with significant cognitive impairments are enrolled in the regional "Life Skills Program", which is located in another school.
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Appleton Elementary School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	Smooth transitions exist for all students, are well planned and executed, but in small school everyone knows everyone and there has been no need for documenting in IEP.
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Appleton Elementary School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	At Appleton Elementary staff recognized the work of curriculum development and implementation. NHEIAP test results were looked at and used for curriculum improvements, but not necessarily for development of IEPs. Four quarterly report cards are handed out. Modifications are stated clearly in IEP.
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	

Appleton Elementary School	
Strengths	Suggestions for Improvement
1. The collaboration and camaraderie among the staff is well recognized. 2. Communication between the building teachers is strong. 3. Parent/Teacher communications are strong. 4. Professionalism at IEP meetings is recognized. 5. Instructional resources are adequate.	1. Communication from the central office to the building is lacking. 2. Professional development and support for special education staff is needed. 3. There is inadequate space within the school. 4. Technology (both hardware and software) is needed at Appleton Elementary School.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #63

School: New Ipswich Central Elementary School

Recorder/Summarizer: Phillip Sapienza

Date: February 19, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		New Ipswich Central Elementary School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Classroom observations, student schedules, parent interviews, principal interviews and students' IEPs indicate that children at New Ipswich Central School participate in the general curriculum. The exception to this is children who might have significant cognitive impairments. These children are enrolled in the regional "Life Skills Program," which is located in another school.
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		New Ipswich Central Elementary School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	Staff and administrators report strong transitions yet little written documentation is available in student records.
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		New Ipswich Central Elementary School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	At New Ipswich Central School student records reveal that IEP evaluations are met, yet documentation is lacking that assessment data is used in the development of IEPs.
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	

New Ipswich Central Elementary School	
Strengths	Suggestions for Improvement
1. At New Ipswich Central School parent involvement is strong, and the staff is cohesive, with good teamwork. 2. There is an overall positive school environment. Staff are constantly described as caring and dedicated. 3. Communication between regular and special educators is strong.	1. Communication between special education administration and school level administration is lacking. Training and support for special education staff is needed. 2. The crowded conditions at New Ipswich Central School are negatively impacting programs and services for all students.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

**NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS**

SAU #63

School: Greenville Elementary School

Recorder/Summarizer: Warren Sommers

Date: February 19, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Greenville Elementary School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	It is apparent that almost all students at Greenville Elementary have access to the general curriculum with appropriate modifications to instruction. The exception is the pull out "Life Skills" Program. Students enrolled in the "Life Skills" Program need more integrations and a clearly defined curriculum aligned with the district's curriculum.
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Greenville Elementary School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	At Greenville Elementary there are no formal transition processes or policies in place. All transitions are informal, word of mouth, with no written documentation.
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5,</u> <u>RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Greenville Elementary School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	All students participate in state assessments and are provided with individual evaluations as dictated by IEP and individual student disabilities. No formal procedures are in place for using assessment data in the design and writing of IEPs.
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	

Greenville Elementary School	
Strengths	Suggestions for Improvement
1. The dedication of all staff is recognized in the provision of quality services for all students. 2. Special Education staff in Greenville recognize the support from the Sped Director. 3. The paraprofessionals are recognized for their dedication and willingness to work as team members.	1. Speech and language services are not sufficiently provided. 2. Transition from Greenville Elementary to grade 5 is not consistently smooth or well defined. 3. Professional development for paraprofessionals at Greenville Elementary is desperately needed. 4. There is a severe lack of space at Greenville Elementary. There are no provisions for related services, and therapies are provided in hallways and the library.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #63 School: Boynton Middle School

Recorder/Summarizer: Jane Cummings

Date: February 21, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Boynton Middle School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Two of the three students observed were fully included. The third was appropriately engaged, based on her needs. All students have access to extra-curricular activities.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Boynton Middle School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	At Boynton Middle School the staff collaborate with the high school staff to develop transition planning as part of ninth grade IEP development. Middle School special education staff are willing and available to attend transition meetings between grades.
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Boynton Middle School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	The team is moving towards doing more authentic assessments. The team uses many different assessment tools in developing students programs.
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	

Boynton Middle School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> At Boynton Middle School the dedication of staff and administrators is recognized. There is a strong sense of community and a positive climate for learning. Staff and administration are supportive of each other. They have a shared responsibility for all students. Special Education staff really know their students and families and work to build a collaborative environment. Staff works hard to keep parents involved in the special ed process. The students have real access to and participation in the general curriculum, based on students' individual needs. There is a growing technology base at Boynton MS Special Education staff are involved in development of the general curriculum. There is a growing interest in and understanding of inclusion on the part of classroom teachers. The relationship between classroom teachers and sped staff has promoted a positive response to inclusionary practices. 	<ol style="list-style-type: none"> District wide coordination of paperwork (forms, procedures, etc) should be developed ASAP. A useable plain-spoken user-friendly procedures manual/tool kit should be developed and updated annually. District wide transition policies and procedures are needed. A Boynton Middle School Vision/Mission Statement is needed. Multi-year plan to move Life Skills program to a Functional Life Skills program with a community component is recommended. Add a mentoring component to assist new staff and those who are currently enrolled in Alternative Certification Programs. Part-time building level coordinator is needed to oversee special education and to provide inservice training. Inservice training for Special Ed and classroom teachers, as well as paraprofessionals is needed. Additional paraprofessional support for the inclusion and life skills program is suggested. Clerical support is needed for all special ed staff. The Middle School should consider an in-house study to determine if additional special education teachers are needed. Related service providers (speech, OTR, etc.) are lacking.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #63 School: Wilton Lyndeborough Cooperative Middle School

Recorder/Summarizer: Ellen Salmonson Date: February 21, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Wilton Lyndeborough Cooperative Middle School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	Student records, including schedules, IEPs and interviews with staff, revealed that almost all students have the opportunity to participate in all classes and are provided with appropriate supports.
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Wilton Lyndeborough Cooperative Middle School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	At Wilton Lyndeborough Cooperative Middle School transitions are informally discussed and documented in minutes of IEP meetings. There are no formal written transition procedures, policies or plans in place.
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Wilton Lyndeborough Cooperative Middle School
Indicator Level and Description		
0	No evidence of student participation in district or state assessments	
1a	Student participates in district-wide and school assessments	
1b	Student participates in state assessment	
2	Alternate assessment provided as needed for both district and state assessments	
3a	Assessment data is used to develop IEP	
3b	Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	At Wilton Lyndeborough Cooperative Middle School staff has common planning time and grade level team meetings. Multiple assessments are used, including bi-weekly reports, quarterly reports, standardized tests, portfolios and informal inventories.
4	School uses assessment data to improve student learning (state, district-wide or school assessments)	

Wilton Lyndeborough Cooperative Middle School	
Strengths	Suggestions for Improvement
1. Caseloads for special education staff are manageable. Student: Teacher ratio is appropriate. 2. Staff demonstrates a fine rapport with students and a positive attitude with commitment to all students. The continuum of services in an environment suitable for all students is highly praised. 3. The facility has a welcoming environment with ample space. 4. The availability of common planning time is to be commended. Regular education teachers meet daily with special ed teachers which enables access to the general curriculum and ample time to use a variety of assessment tools. 5. Communication through bi-weekly reports is successful. All teachers have easy access to grades via the computerized system. This makes tracking student progress very effective.	1. Wilton Lyndeborough Cooperative Middle School lacks documentation of transitions. 2. Students need to be more involved in the IEP process. 3. There needs to be more supervision and direction for special educators. 4. In-house professional development is needed to educate all staff on special ed issues. 5. Alternative programs for middle school students should be explored further.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #63 School: Wilton Lyndeborough Cooperative High School

Recorder/Summarizer: Deb Snyder & Jane Murray

Date: February 21, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Wilton Lyndeborough Cooperative High School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students are earning traditional high school diplomas, getting support as needed, and opportunities to participate in extra-curricular activities.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Wilton Lyndeborough Cooperative High School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	At WLC there are clearly defined transition plans in IEPs, including service providers' names and addresses. There is no formal process evidenced for evaluation or follow-up to judge the success of the student's transitions.
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Wilton Lyndeborough Cooperative High School
Indicator Level and Description		
0	No evidence of student participation in district or state assessments	
1a	Student participates in district-wide and school assessments	Students participate in state-wide assessments with modifications as outlined in IEPs. Results of standardized tests are not used in the development of IEPs.
1b	Student participates in state assessment	
2	Alternate assessment provided as needed for both district and state assessments	
3a	Assessment data is used to develop IEP	
3b	Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
4	School uses assessment data to improve student learning (state, district-wide or school assessments)	

Wilton Lyndeborough Cooperative High School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> At Wilton Lyndeborough Cooperative High School, there is ample space for provision of services. The special education area is spacious, quiet and user-friendly, with an air of involvement and productivity. Special Education staff are dedicated, educated, qualified and they blend into class. Kids see them as just another teacher in class. Staff works very well together, have good rapport with students, know their kids and their needs. The size of the school allows for a good feeling of community. There is a good continuum of services and flexibility in scheduling (even though there are limited class offerings) with an 11 to 1 ratio and small caseloads for Special Ed Liaisons. Regular education staff are dedicated, educated and qualified to do their jobs. They work with each other and with special ed staff to continually look at new options to improve the quality of education. They are open to new ideas. NHEIAP scores are fairly high and staff works hard to align curriculum with frameworks and instructional practices. Special Education paperwork is well documented. Communication with parents is strong. 	<ol style="list-style-type: none"> In-district staff development is limited. Professional development is needed in special education law, especially policy, procedure, best practices, collaboration, etc. Special education needs to be made a legitimized department, so they are not just service providers. Currently, no one individual is in charge. Consider including in-house special education budget expenses in the building budget, rather than in the SAU budget. The increase in the number of computers available to staff and students is noted. Now, training in their use as a management tool and instructional support device would be helpful. Staff need time to plan and collaborate. Common time for staff to share information and assess student progress is needed. Training of paraprofessionals, including explanation of their roles and responsibilities, is needed. All special education paperwork needs to be updated with district-wide coordination. The SAU needs to create and utilize a policy and procedure manual for special education.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #63 School: Mascenic Regional High School

Recorder/Summarizer: Christine M. Smith & Linda Allen

Date: February 21, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Mascenic Regional High School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	Some students have limited access to the general curriculum, and are placed only in elective courses. The Life Skills courses have no alignment with the general curriculum, and there are no clearly defined policies and procedures outlined for special education students earning credits toward a regular high school diploma. Program descriptions and courses of students of special education programs/services is not current or well-defined.
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older.		Mascenic Regional High School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	Transition plans are vague and do not address the following required items: outside agency, agency activities and linkages, instructional activities, employment, daily living and vocational needs. While documentation is not thorough, it appears that some informal transition planning is taking place.
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Mascenic Regional High School
Indicator Level and Description		
0	No evidence of student participation in district or state assessments	At Mascenic Regional High School assessment of students with disabilities is not clearly defined. There are no policies or procedures related to evaluating students with disabilities, or use of multiple forms of assessment data to develop student IEPs.
1a	Student participates in district-wide and school assessments	
1b	Student participates in state assessment	
2	Alternate assessment provided as needed for both district and state assessments	
3a	Assessment data is used to develop IEP	
3b	Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
4	School uses assessment data to improve student learning (state, district-wide or school assessments)	

Mascenic Regional High School	
Strengths	Suggestions for Improvement
1. Student/teacher ratio is appropriate. 2. Collaboration between special education staff and regular ed staff is evident, including team teaching. 3. All staff are approachable and supportive. Teachers advocate for the needs of all students, and use a variety of approaches in teaching. 4. Frequent parent communication (biweekly progress reports) is evident.	1. An EH certified teacher is needed to develop and run a behavior program. Certified special education staff and related service staff (PT, OT, Speech/Language) are needed. A special education department head is needed. 2. More leadership from the Special Education Director is needed on updating special education issues such as state and federal regulations and consistent policy and procedures throughout the SAU. 3. Staff development and mentoring of new staff is needed. 4. Clerical support is needed for special education staff. 5. Consider developing a mission and vision for Mascenic High School that all are invested in. 6. Serious consideration needs to be given to having a building level special education coordinator to assess special education programs and services.

VIII. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES

ADDENDUM

Out-of-District File Review

SAU #63

Date: 2-18-02

Reviewer: Jane Bergeron-Beaulieu

<p style="text-align: center;">ADDENDUM Out-of-District File Review</p>

SAU #63

Number of Files Reviewed: 2

CITATIONS OF NONCOMPLIANCE

Ed. 1109.01 Individual Education Plan

CRF 300.347 (a) (2) (i) CFR 300 347 (a) (3) (ii)

2 of the IEP's reviewed lacked "measurable" annual goals.

CFR 300.347 (a) 3 (ii)

One IEP lacked evidence of how the student would participate in activities with non-disabled peers

Ed. 1109.01 Transition

CFR 300.347 (5) (1)

Two of the files reviewed lacked a statement of transition needs focusing upon the students' course of study

Ed. 1115.06 Transition

CFR 300.552

2 of the files lacked evidence that LRE is determined annually and that there is a plan for transition to a less restrictive environment.

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU #63

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: 2-18-02

Reviewer: Jane Bergeron-Beaulieu

<p style="text-align: center;">ADDENDUM JAMES O. MONITORING PROGRAM</p>

SAU #63

Number of files reviewed: 2

COMMENDATIONS:

The SAU works hard to monitor the progress and programs of students who fall under the James O Consent Decree.

Student records were well organized and contained most all of the required documentation.

CITATIONS OF NONCOMPLIANCE:

Ed. 1123.04 (a) (10) Confidentiality

2 files lacked evidence of a record of disclosure with the date, purpose and parties requesting and/or obtaining information.

Ed. 1107.03 (a) Evaluation Team

One file lacked evidence that the evaluation team was multidisciplinary.

Ed. 1109.03 Individual Education Plan

One file lacked evidence of an appropriately composed IEP team

Ed. 1109.01 Assessment

One file lacked evidence that assessment data had been used to determine present levels of performance on the IEP

OTHER:

- 2 files lacked evidence of student schedules outlining FAPE and/or access to NH Minimum State Curriculum Standards.
- 2 files lacked documentation that staff working with the child had been provided with copies of the IEP.
- 1 file lacked progress reports related to IEP goals and objectives.